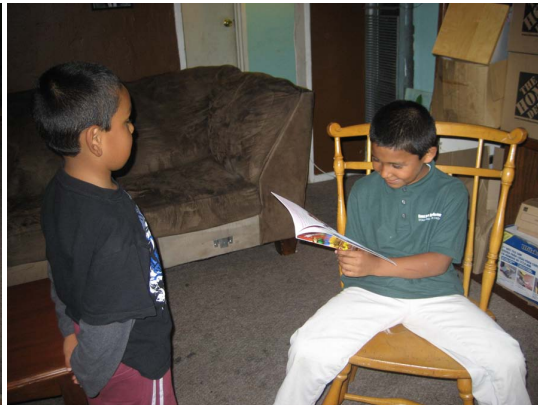




My Brother



My Brother

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Contributing authors to the creation of the Language Readers Series:
Barbara Allen, Allison Briceno, Kitty Dixon, Adria Klein, Bee Medders,
Deb Nemecek, Nicki Smith, Susan Wray

A special thanks to the Arciniega family.



My brother is dancing.



My brother is playing.



My brother is cooking.



My brother is sweeping.



My brother is reading.



My brother is walking.



My brother can do a lot of things.

| |
|--|
| Overall Focus: to support oral language development through interaction with text. |
| Language Structure 1, 1A, 1B, 1T: Focus - Simple Sentence |
| Language Goal: Student will begin to use simple sentence structure in conversation. |

| | Activity | School | Home |
|--------|--|--|------|
| Before | Look through the pictures and ask child to talk about the pictures | X | |
| During | Read the story to the child (adult reads) | X | X |
| | Read the story with the child (adult reads and encourages child to join in) | X | X |
| | Have the child read the story to the teacher | X | |
| After | Pick your favorite page and draw your own picture. | X | X |
| | Continue the story by drawing a picture and write a sentence about your picture. | X | X |
| | Go back to the wordless book and have the child retell the story. | X | X |
| | Have the child tell the story to someone. | X | X |
| | Prompt: Tell me about things your family does. | X | |
| | Prompt: Tell me what you do at home. | X | |
| | | <i>In all above activities, look for evidence of the child using the targeted language structure in conversation and/or writing.</i> | |

PLEASE NOTE: The language readers were designed to support oral language development through interaction with text, as oral language is the foundation of learning to read and write.